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Bulletin

OFFICE OF TRAINING
APRIL • 1963

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IN THIS ISSUE.....

Several outside training opportunities are described at some length, two of them in feature articles....If you take an OTR course, you may be asked to give your opinion of it. Some thoughts on this on page 9....Are you thinking of teaching as a career? Beware! Read page 16 first.... Some thoughts of your own on the BULLETIN? Criticism? Suggestions? Call the Editor, Ed

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WRITING WORKSHOP

Requirements of the Correspondence Program of the OTR Writing Workshop are TOP SECRET clearance and a professional position. However, nonprofessional and clerical employees will be accepted in both programs if their offices will certify that their current job or a proposed assignment requires writing skill not normally associated with the position. As an example, the Clandestine Services have frequently enrolled secretaries who are being groomed to assist in or take over reports-writing positions. For further information, please call [REDACTED]

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TYPEWRITING TESTS

The Clerical Refresher Training staff will again pretest Agency employees who wish to attend a refresher course in typewriting. This refresher training is not designed for the beginner; applicants should possess a level of typewriting skill which will enable them to benefit from the remedial instruction and speed development techniques stressed in the classes. The pretest will be given to all typing class candidates on the Wednesday preceding the scheduled running of each Clerical Refresher Training program. Time: 0915. Place: Room GD-0405 at Headquarters.

The pretesting days for typewriting or shorthand or both will be included in the regular Clerical Refresher Course schedules shown in the OTR Bulletin each month. Training officers are asked to call the

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attention of the candidates to these dates. Failure to appear for pretesting could mean cancellation of the person's attendance in the class.

**OPERATIONS
SUPPORT
COURSES**

There have been several changes in operations support courses. OPERATIONS SUPPORT and ADMINISTRATIVE PROCEDURES have each been shortened one week; the material on Type II Property Accounting and Class B Accounting has been taken out of these two courses and is now covered in BUDGET AND FINANCE. Otherwise, the contents of the courses remain approximately the same. For class dates, see the course schedule section of this BULLETIN.

**LANGUAGE
TUTORS
NEEDED**

Agency employees are reminded that the Language and Area School has a continuing need for part-time Language Instructors in its tutorial program. Agency wives or other dependents with native or high proficiency in any foreign language are particularly encouraged to volunteer their services for this educational and rewarding activity. Tutors will receive training before starting to teach and they will be paid according to an established hourly wage schedule. Most of the tutorial instruction is now conducted at Arlington Towers, but under special circumstances, instruction is given at the homes of the tutors or students. For further information call the Language and Area School, [REDACTED]

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**CLERICAL
TESTING**

Clerical Skills Qualifications Tests are given in Room GD-0405. Registration is arranged by Training Officers or Personnel Officers directly with the Clerical Refresher Training Office, [REDACTED]. Results of the tests are sent to Personnel Officers. The schedule for April and May follows:

15 April	9:15 A. M.	Shorthand
	1:30 P. M.	Typewriting
29 April	3:30 P. M.	Typewriting
30 April	3:30 P. M.	Shorthand
20 May	9:15 A. M.	Shorthand
	1:30 P. M.	Typewriting

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**TRAINING
OFFICERS '
REMINDERS**

About a year and a half ago the Office of Security set aside its requirement that an employee submit a personal memorandum of request for a dependent wife, child, or parent to take area training. It agreed that a Form 73, properly filled out and signed, is sufficient. It is, therefore, necessary that a single Form 73 be submitted for each dependent and that it be sent according to established office procedures to the Registrar. The Training Officer, as usual, retains his copy of the "73".

This is a repeat request: Please send a separate Form 73 for each course for which an employee is applying. Each Form 73 must be filled out completely. Item 8 must be completed within the limits of the individual's security.

Contrary to what was announced in last month's BULLETIN, no catalogue of courses for use at overseas posts will be issued at this time.

**TRAVEL
PROCEDURES
COURSE**

In cooperation with the Fiscal Division, OTR will inaugurate next month a new course in the financial aspects of travel. Widespread and continuous errors in the preparation of travel vouchers and the consequent review and correction burden on Fiscal Division have shown the need for such a course. It will be open to any Agency employee who prepares travel orders and vouchers; no other course is prerequisite for this one. The new Travel Procedures Course will cover preparation of travel orders, vouchers, and related documents, and the laws, regulations, and procedures involved in travel administration. Lectures, discussions, practical exercises, and critiques will make up the course, which will probably be offered two or three times a year. The first running of the course will be from 13 to 17 May; it is a 20-hour course.

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COUNTRY TEAM SEMINARS Training Officers and others, please note: Nominations of candidates for the Interdepartmental Country Team Seminar (Problems of Development and Internal Defense) must be submitted to the Coordinator of the program at least two weeks in advance of the opening of each course. For the 22 April course approved nominations will be accepted in the OTR Registrar's office until close of business on Friday, 5 April; none can be accepted after that. There will be a briefing of nominees for this running of the course at 10 a.m. on Wednesday, 10 April, in Room 1D-0415. For further details see OTR Special Bulletin

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JUKEBOX--SHORTHAND TRAINER

At the Pensacola Adult High School in Florida, there's the familiar lunchroom jukebox--but no music comes out of it. According to TODAY'S SECRETARY, it holds instead a complete set of Gregg dictation records; students can choose the lesson they want, plus voice quality and speed, for practice between classes and at lunch time. The machine requires no coins, and the selected dictation comes on in 18 seconds.

The jukebox innovation was the idea of J.B. Kennington, head of the school's business education department. He bought the box from a local amusement company, with the understanding that he could return it if the system didn't produce results. But teachers agree that it's working well, stepping up shorthand proficiency through extra practice.

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THE NATIONAL WAR

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..... THE YEAR, which could almost be called a sabbatical, was invaluable, a unique opportunity to shed everyday problems and reflect on world problems and one's own relations with them. INTERESTING and provocative, a pleasure and a privilege. VERY BROAD in scope, well conceived, and generally well carried out; facilities good and service (research help, etc.) truly remarkable.

These remarks were culled from reports written by senior officers of the Agency to describe their year at the National War College, and are fairly representative of the favorable impressions brought back by CIA men from this most senior of the senior defense schools.

Now you can't just call your Training Officer, fill out a Form 136, and step right into the next class at the National War College. This is one form of external training which must seek you. you must be nominated by a Deputy Director and selected by the DCI. Those chosen attend as representatives of the DCI. Each year this Agency sends about three men to the NWC. Naturally, they are men of considerable experience, men whose career is definitely with the Agency,

(Editor's note: This is the first in a planned series of articles on the senior officer colleges: the NWC, State's Senior Seminar in Foreign Policy, the AIR War College, the Army War College, the Naval War College, the Armed Forces Staff College, the Industrial College of the Armed Forces, and Harvard University's Advanced Management Program.)

and who the Agency believes will profit by this kind of a year away from their desks.

The three CIA men are joined at Fort Lesley J. McNair, "campus" of the National War College, by about 30 other civilian employees of the Federal Government, and by about 100 senior officers of the military services. There they spend nine months studying, reading, attending lectures, participating in seminars, or on field trips.

The mission of the National War College, as prescribed by the Joint Chiefs of Staff, is: "To conduct a course of study of those agencies of government and those military, economic, scientific, political, psychological and social factors of power potential which are essential parts of national security, in order to enhance the preparation of selected personnel of the armed forces and State Department for the exercise of joint and combined high-level policy, command, and staff functions, and for the planning of national strategy." The mission of the college is further defined to include study of ways to avoid war, the national interests and objectives of other nations, and the nature of national power.

Carrying out this mission, the curriculum of the college includes an analysis of the factors of national power in the United States and in other countries; study of the integration of military and foreign policies; the role of the United Nations; the influence on a nation's national security of the possession or lack of economic, scientific, political, psychological, and social resources; the national interests and objectives of the major powers and areas of disagreement between them; the military force needed to carry out national policy in peace and war; war planning and strategy; the impact of science and technology on the armed forces; departmental and interdepartmental problems bearing on national security.

This is the overall scope of the NWC program. To implement it the curriculum is divided into 10 courses,

culminating in the development and presentation of basic national security policies which can serve as broad guidelines for the attainment of U. S. objectives. Though the aim and scope of the program have remained constant, over the years there have been changes in emphasis, procedures, and organization. Courses and methods of instruction are subject to continuous examination and evaluation and every effort is made to keep abreast of national needs and international developments.

The schedule at NWC consists of lectures by outstanding authorities, about four times a week, followed by question-and-answer periods and discussions with the lecturer; assigned readings from the well-equipped library; daily discussion group meetings; committee discussion of problems and presentation of written solutions; and individual research papers, each a graduate-level study of some aspect of national security. Among highlights of the year are field trips to U. N. Headquarters, domestic military installations, and a three-week tour of major capitals and military headquarters in one of several overseas areas (Latin America, West Europe, Africa, SE Asia, the Near East, etc.) The school year at NWC also offers opportunity for athletic and social activities.

In the Agency, work on the nominations begins at least a year in advance of the term for which candidates are to be chosen, usually in July. The nominations of each Deputy Director are presented to an ad hoc committee chaired by the Director of Personnel. This committee interviews the nominees, considers their qualifications, and makes its recommendations to the Director. The Director then approves the choices or makes changes. For further information on this process and on the National War College course, see your Training Officer.

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CHECK YOUR BRIEFING TECHNIQUE

Each "no" answer indicates an area that can stand improvement.

Do you make sure your audience is prepared to listen before you begin?

Do you organize your material before you begin to speak?

Do you give clear directions when necessary and make sure your hearers understand them?

Do you find your point, make it, and stick to it?

Is your material interesting and presented in a clear and interesting way?

Do you deal tactfully, promptly, and effectively with interruptions and distractions?

Do you direct the type of listening expected--critical, creative, etc. ?

Do you insist on results? Test if necessary?

Do you handle thoughtful off-the-subject questions positively and with confidence?

Do you listen attentively when a member of the audience speaks or asks a question?

(HOW TO TEACH BETTER LISTENING,
R. L. M. Anderson and L. T. Comfort.)

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CRITIQUES HAVE THEIR PLACE

- _____ There wasn't enough time for the readings assigned.
- _____ Assignments should be more practical, tied more closely to the work we are doing.
- _____ Instructors allowed class discussions to get out of hand.
- _____ We should have more time for project work.
- _____ The course could and should be shortened 20%.
- _____ Too much fat.
- _____ The lectures were generally good, but guest speakers should be briefed on level and experience of their audience.

These are quotations from critiques written by students at the end of a recent OTR course. Some instructors welcome this sort of criticism and try to use it to improve their instruction; others consider it the outpouring of an inexperienced and immature mind and practically worthless.

Without taking sides, the BULLETIN notes that there is controversy. . . . should students be asked to comment on a course; what, if any, is the value of their opinions; is the use of this kind of information for supervisory purposes desirable?

Those who would eliminate the student critique generally argue that the results are not commensurate with the effort required, that many of the things criticized tend to be picayune or beyond the immediate control of the instructor or his supervisor,

that many students either fail to perform the critique in a serious frame of mind or use it as a means of expressing dislike of the staff or faculty.

Replying, those who favor the student critique ask what better way there is to obtain unbiased student opinion on the value of a course or subject. They point out that too often both the instructor and the supervisor are so interested in improving the details of preparation and presentation that they neglect the problems the student has in assimilating the material taught--that, although admittedly much irrelevant data is gathered in course critiques, there is a great deal of wheat with the chaff, and that the student himself may benefit by reflecting on the course and commenting on it, or at least by releasing some of his aggressiveness.

They argue further that such critiques are especially useful in the revision of programs of instruction, particularly at the end of a new course, that they can be used to support the necessity for adjusting objectives and scope of coverage, methods of instruction and of evaluation. These instructors also believe that they often receive from the critiques fresh ideas, or have crystallized for them ideas they had been mulling over but had done nothing about.

Briefly, the "pro" side of the argument can be summed up as follows: "What better way is there of discovering instructional problems than asking the man who faces them? While his replies may be biased, while he may have little or no knowledge of the administrative difficulties facing an instructor and may not even realize what he needs to know about a particular subject, he does know his own difficulties in grasping the fundamentals. Anything the instructor can do to motivate him or to facilitate his readiness to learn will benefit both the individual student and the group.

A middle point of view might be that, used well and wisely, student critiques may yield a great deal of

valuable information, but that, poorly used, their dangers and drawbacks may outweigh their advantages. At any rate, after all the hassling is done, if the decision is to ask the students for their opinions, here are two or three further questions (with suggested answers):

Should critique forms be anonymous? It has been found from experience that while requiring a signature on each blank does eliminate many petty gripes and personal grievances, it does not discourage the reporting of constructive comments and criticisms. Unsigned blanks, on the other hand, tend to lower the instructor's morale and may foster the idea that students rule the class.

How often should student comment be requested? Too frequent use of a critique tends to weaken the position of the instructor and may put him in a defensive position. His concern over how the student may report on his instruction may begin to outweigh his regard for classroom control.

What format should be used? Any form designed to measure student opinion should conform to the requirements of a good questionnaire: it must not suggest a desired answer; it must be brief; it must make provisions for complete coverage; it must allow for student expression; finally, it must be so designed that the results can be statistically treated in order to balance the individual comments against the group opinion. Without that last provision the tendency to overestimate individuals' comments will be difficult to overcome.

Another thought: If the instructor looks at the critiques defensively, if he takes each "carping, crabby little criticism" as a personal affront and answers it on the spot or takes it out of play with a hard mental block, the critiques turned in on that course will have done him little good. . . . no good at all, really. They've got to be pondered, evaluated, and then accepted or rejected on rational, non-emotional grounds.

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A possible way of using student critiques would be to reproduce and give them to the class at the beginning of the course. The instructor would go over with the class the items on the critique; he would encourage them to fill out the critique during the progress of the course rather than waiting until the last day, thus obtaining student comments while fresh in their minds and offering the students a chance to blow off steam. He would frequently refer to the critique as the course progressed, thus displaying his need for valid, sincere student comments.

Within the Office of Training and in many other Component courses, student critiques are employed in a number of courses, but there is no policy requiring them or even recommending them. It is each chief instructor's decision whether or not student critiques are of value to him or to his students or to both.

The nation's public school classroom teachers will earn an average salary of \$5,735 this year, the NEA Research Division estimates. This is an increase of \$220, or 4 percent, over last year. For all instructional staff (including principals, guidance personnel, and others) the average estimated salary is \$5,940 a 4 percent increase, or \$230 greater than last year, the smallest percentage increase in eight years.

Other highlights from the Division's estimates for 1962-63 show current expenditure per pupil in average daily attendance in the public elementary and secondary schools is \$432. Revenue receipts by source for these schools are estimated at: \$668 million from federal; \$7.3 billion from the state; and \$10.6 billion from local, intermediate, and other sources. (NEA JOURNAL, March 1963)

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Most of our citizenry, if they had any inkling of the existence of a Graduate School of the Department of Agriculture, would probably think of it as a sort of national A&M college. Almost certainly, they wouldn't think of it as a likely place to study Mathematics for Cartographers or a course in Art and Ideas: Western Europe. Agronomy, yes; or Animal Husbandry, or Soil Chemistry; even Flower Arranging, maybe. But a Seminar in General Semantics? Radar Systems Engineering? Principles of Fusion Power?

USDA GRADUATE SCHOOL

As a matter of fact, the USDA is a very good place to look for these non-agricultural courses and many others. The Graduate School of the Department of Agriculture has, after 40 years of growth, become a powerful influence for better government through education, its statutory aim. While it does not grant degrees or give academic credit, it does offer courses of standard graduate and undergraduate quality and has given 135,000 students, almost all of them government employees, an opportunity to continue or extend their education.

Though founded by the Secretary of Agriculture and though it uses government buildings for classes, the Graduate School is not a government school. It receives no federal funds, is self-supporting from tuition, and is nonprofit. The school is governed by a General Administration Board appointed by the Secretary of Agriculture, and administered by a Director appointed by the Board and by a small full-time staff. The Director and staff are not government employees.

Principal programs of the USDA Graduate School are: the resident evening program, which contains the main offerings of the school; the special programs worked up in cooperation with other government departments to assist them in meeting new or difficult educational and training needs; the correspondence program for field employees of the USDA and other agencies; a program of periodic public lectures on agriculture, science, and national and international affairs; and the reading improvement program, with daily classes in a specially equipped center at the Department.

The Graduate School faculty is drawn mainly from scholars who happen to be working in Washington, most of them for the government. Most have taught in universities or colleges in the United States or abroad before joining the Federal Government. Because there is usually a connection between their work and what they teach at the Graduate School, they are able to combine in the classroom an academic point of view and a practical approach.

As stated above, the Graduate School does not confer degrees, nor are its credits automatically transferable to other schools. Some cooperating institutions grant academic credit for courses taken in the USDA Graduate School; a candidate for a degree, however, should make arrangements for such credit in advance and take nothing for granted. The Graduate School's credits are recognized by the Civil Service Commission for examination and qualification purposes on the same basis as those from accredited colleges and universities. Certified statements of accomplishment are given in certain fields for completion of a well rounded program of required courses.

In the current catalogue courses are listed under the following headings: Biological Sciences; Languages and Literature; Mathematics and Statistics; Office Techniques and Operations; Physical Sciences, including courses in Astronomy, Chemistry, Physics, Geography, Oceanography, and others; Public Administration;

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Social Sciences, under which are included Economics and Human Relations; Technology, comprising Engineering, Mapping, Cartography, Photography, and the Fine and Applied Arts.

The special programs of the Graduate School are a relatively new service. They consist of workshops, institutes, special seminars, and courses designed to supplement in-service training programs of Federal agencies. The Graduate School plans, provides, coordinates, administers, and evaluates the programs, which vary in format and intensity, running from all-day sessions to an hour once a week. Among subjects currently being covered in the special programs are management, automatic data processing for federal executives, technical writing, and oral communication.

The Correspondence Program offers a limited selection of courses from the catalogue, and is open to any field employee of the Federal Government.

Here is an opportunity to improve or continue education at minimum expense under very competent instruction. Catalogues and schedules may be seen in the Office of the OTR Registrar, Room GC-03. Now is the time to think about this. Summer session registration begins 27 May and classes start 3 June.

THINKING OF TEACHING (fostering truth and eliminating lunacy)? Here are ten reasons for candidates to stay out of the teaching game:

- You will have steady employment. If you crave the excitement of strikes and lay-offs, you will be dissatisfied.
- You will mingle with the young in spirit. If inclined to apathy and atherosclerosis, you will be offended by contact with fresh young minds.
- You will get only a modest income. If you are passionately in love with your bank account, look out for a punctured romance.
- You will have a moral obligation to kindle enthusiasm for your field. If you feel no inner spark for chemistry, history, or literature, you'll have trouble igniting others.
- You will be low on the totem pole. Citizens will accept you, but if you crave high respect or reverence you'd better go in for baseball, real estate, or popular singing.
- You will constantly encounter new and fascinating forms of ignorance. If boys and girls knew as much as you, they'd not be there.
- You will be subject to the slings and arrows of outraged parents. If you demand too much of students, you'll be assailed as a wolf in lamb's clothing--and a menace; if you demand too little, you'll be labeled a timid lamb in wolf's clothing--and a menace.
- You will work only while you are awake. If you insist on uncluttered evenings, lazy weekends, and freedom from paperwork, you'll be a square pedagogue in a round holocaust.
- You will join professional groups and pay dues. If you prefer to dog it alone, a non-joiner, you will still be showered by vast benefits for which your colleagues have sweat, bled, and paid. You will accordingly feel like a dog.
- You will have to smell out and assimilate the everlasting new ideas in your field--whether these concern rocketry, teaching machines, or Tennessee Williams. If you don't, you'd better build yourself a log schoolhouse, stock it with McGuffey readers, and retreat into the womb of yesteryear.

(By George W. Feinstein in PASADENA EDUCATION NEWS, April 1962)

EXTERNAL PROGRAM

WRITERS' INSTITUTE Rensselaer Polytechnic Institute will repeat its annual Technical Writers' Institute from 10 to 14 June 1963. There will be a practical writing laboratory, lectures by leading industrial writers, discussion groups in informal sessions, and personal conferences.

LANGUAGE STUDIES During the Summer Session 1963, The University of Southern California will offer the following intensive language courses:

Elementary Chinese (10 weeks)
Elementary and Intermediate German (11 weeks)
Intermediate Japanese (10 weeks)
Advanced Russian (10 weeks)
Advanced Spanish (7 weeks)

UCLA SCIENCE COURSES The Engineering and Physical Sciences Extension Divisions of UCLA regularly schedule short, intensive courses for chemists, engineers, mathematicians, physicists, and other scientists. Courses planned for the remainder of 1963 are:

Quantum Electronics (6-17 May)
Petrochemicals (20-24 May)
Leadership Laboratory in Human Relations and Supervisory Skills (26 May-1 June)
Nuclear Rocket Propulsion Systems (3-14 June)

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Quantitative Aspects of Communication Sciences
(3-14 June)
Programming and Theory of Automatic Computa-
tion (10-21 June)
Mathematical and Physical Aspects of Transport
Theory (10-21 June)
Astrodynamics and Rocket Navigation (17-28 June)
Magnetofluid and Plasma Dynamics (with Appli-
cations in Space Communications)(17-28 June)
Inertial Guidance (17-28 June)
Advances in Space Propulsion (17-28 June)
Creep and Thermal Stress (17-28 June)
Hybrid Computation (17-28 June)
Queueing Theory with Applications (24 June-6 July)
Random Processes in Physics and Engineering
(1-13 July)
Analysis and Design of Airborne Pressure Ves-
sels (8-19 July)
Thermodynamic and Transport Properties of
Matter (8-19 July)
Systems Approach to Reliability (15-19 July)
Technical Writing and Editing (15-19 July)
Optical Physics and Its Application (15-26 July)
Conduction of Heat and Electricity in Solids
(Physical Principles Governing Conductivities
and Thermoelectricity, and the Effects of
Imperfections)(22-26 July)
Space Communications (22 July-2 August)
Structural Sandwich Design and Fabrication
(22 July- 2 August)
The 1963 Reliability and Statistical Methods in
Industry Courses (Session I, 29 July-9 August;
Session II, 12 August-23 August)
Radiation Thermometry (5-16 August)
Modern Computational Techniques in Engineering
and Physics (12-23 August)
Guidance and Control for Re-entry Vehicles
(12-23 August)
Experimental Stress Analysis for Missiles and
Spacecraft, Photoelasticity and Strain Gages
(Photoelasticity, 12-16 August; Strain Gage
Lectures, 19-23 August; Strain Gage Labora-
tory, 26-30 August)

Thermal and Luminous Radiative Transfer
(19-30 August)
Masers-Lasers (26-30 August)
Free Flight Motion of Symmetric Missiles
(26-30 August)
Guidance and Control of Aerospace Vehicles
(9-20 September)
Status of Modern Control System Theory
(23 September-4 October)
Preparing the Technical Proposal (7-18 October)
Reinforced Plastics--Principles and Applications
(21 October-1 November)
Information Storage and Retrieval (28 October-
8 November)
Continuum Mechanics (4-8 November)

AFRICAN STUDIES The African Studies Center at UCLA has announced a special summer program of area and language courses. From 17 June to 26 July:

Peoples of Africa
Geography of Africa
History of Africa
International Relations
Africa in World Politics
Governments of Africa
African Literature in English Translation

From 17 June to 9 August intensive courses in:

Introductory Swahili
Advanced Swahili
Introductory Hausa
Introductory Twi
Introductory Yoruba

HARVARD LANGUAGES The following full-time language courses will be offered by the Harvard Summer School of Arts and Sciences from 1 July to 23 August:

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Elementary Chinese
 Intermediate Chinese
 Readings in Current Chinese
 Elementary Japanese
 Intermediate Japanese
 Introductory Korean
 Elementary French
 Intermediate French
 Elementary German
 Intermediate German: Reading and Aural
 Comprehension
 Greek for Beginners
 Elementary Italian
 Elementary Arabic
 Intermediate Arabic I
 Intermediate Arabic II
 Elementary Armenian
 Elementary Hebrew--Modern
 Introduction to the Language and Civilizations
 of Portugal and Brazil
 Elementary Russian
 Intermediate Russian
 Elementary Spanish
 Intermediate Spanish

SCIENCE The Division of Engineering and Applied Physics will
 COURSES offer two special programs:

8-19 July A two-week program on optimization
 and control of dynamic systems
 15-26 July A two-week program on principles of
 solidification of metals and semi-
 conductors.

M. I. T. In addition to its regular 1963 Summer Session, which
 COURSES begins on 17 June, M. I. T. will offer some twenty-five
 short, intensive courses on subjects of current tech-
 nological importance. These Special Summer Pro-
 grams are designed to give qualified men and women
 in industry, government, and education opportunities
 to keep pace with recent advances and current trends
 in their Professional fields. Programs to be offered
 include:

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EXTERNAL PROGRAMS

Inertial Navigation Equipment Evaluation Techniques (5-9 August)
Infrared Spectroscopy: Technique (17-21 June)
Infrared Spectroscopy: Applications (24-28 June)
Probabilistic Systems Analysis (8-19 July)
Advanced Control Theory and Applications (8-19 July)
The Molecular Designing of Materials and Devices (5-16 August)
Scientific and Engineering Reports (17-21 June)
Management Information and Controls (11-21 June)
Physical Measurement and Analysis (11-21 June)
Industrial Photoelasticity (17-21 June)
Nondestructive Testing (24-28 June)
Random Vibration (1-12 July)
Strain Gage Techniques: Fundamentals (8-12 July)
Strain Gage Techniques: Applications (15-19 July)
Electronic Models for the Engineering of Multi-port Systems (15-27 July)
Instrumentation for Measurement and Control (19-30 August)
The Structure and Properties of Interfaces (8-19 July)
Probability and Random Variables (3-7 September)
Methods of Operations Research (9-13 September)
Quantitative Structure of Decision (9-13 September)

PERT AND TRAINING CENTER A PERT Orientation and Training Center has been established by the Department of Defense at Bolling Air Force Base to indoctrinate management personnel from government and from industry in integrated project management. Schedules and descriptions of courses planned in 1963 follow:

Orientation - Top Management (Government)
(4 hours)

A general orientation program designed to give a brief conceptual look at PERT and its relationship to the management process. Eligible: Colonel and above; GS-15 and above.

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25 April
2, 23 May
6, 27 June
25 July
1, 22, 29 August
5, 26 September
3, 24, 31 October
7 November
5 December

Orientation - Middle Management (Government)
(8 hours)

Designed to explain the concept of PERT as a function of the management process and in accomplishing organizational objectives. Eligible: Military officers below the rank of Colonel and civilians of equivalent grades.

23, 30 April
21, 28 May
4, 25 June
2, 23, 30 July
20, 27 August
3, 24 September
1, 22, 29 October
5, 26 November
3 December

Orientation - Industry (8 hours)

Designed for top management in industry interested in government PERT policies, concepts, and development of new techniques.

24 April
1, 22, 29 May
5, 26 June
3, 24, 31 July
21, 28 August
4, 25 September
2, 23, 30 October
6, 27 November
4 December

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Training - Technical (40 hours)

Designed to teach the principles and fundamentals of sound project planning, scheduling, and control. The fundamentals of PERT (Time and Cost) are presented and applied to actual case problems. Eligible: Persons at the middle management level who do not require an extensive knowledge of the PERT technique.

19 April
10-14 - 17-21 June
5-9 - 12-16 August
7-11 - 14-18 October
9-13 - 16-20 December

Training - Technical (64 hours)

This course will provide the student with a thorough background in the concepts and procedures of the PERT technique. The fundamentals of both Time and Cost are presented, and extensive case study experience will be provided. Eligible: Only those actively engaged in or scheduled to be actively engaged in program management activities at the operation level.

6-15 May
8-17 July
9-18 September
12-20 November

Training - Instructor (16 hours) (Prerequisite: 64-hour technical course)

Designed to prepare the instructor-designate to teach basic PERT in his agency.

16-17 May
18-19 July
19-20 September
21-22 November

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AMA PUBLICATIONS Copies of two recent publications of the American Management Association--UNDERSTANDING THE COMPANY ORGANIZATION CHART and CONTROL THROUGH INFORMATION: A REPORT ON MANAGEMENT INFORMATION SYSTEMS--may be borrowed on a first-come-first-served basis by calling



25X1

New and current publications of AMA described in the "Management Bookshelf," February, 1963 are:

PROGRAMED INSTRUCTION IN INDUSTRY,
\$2.25
LEADERSHIP IN THE OFFICE: GUIDELINES
FOR OFFICE SUPERVISORS, \$7.50
MANAGEMENT FOR MODERN SUPERVISORS,
\$6.75
THE PERSONNEL MAN AND HIS JOB, \$9.00
ORGANIZING YOUR JOB IN MANAGEMENT,
\$5.25
MANAGEMENT IN ACTION: THE ART OF GET-
TING THINGS DONE THROUGH PEOPLE, \$5.00
DEVELOPING COMPETENT SUBORDINATES,
\$4.50
TRAINING: A HANDBOOK FOR LINE MANAGERS,
\$5.25
APPRAISING EXECUTIVE PERFORMANCE, \$4.50
WAGES AND SALARIES, \$5.25
MANAGERIAL PERFORMANCE STANDARDS,
\$5.25
THE AMA ENCYCLOPEDIA OF SUPERVISORY
TRAINING WITH SUPPLEMENT, \$26.25

These books may be ordered from Department F 1,
American Management Association, 1515 Broadway,
New York 36, New York.

PROFESSIONAL MEETINGS	May 1963	<u>Antarctic Treaty</u> , Meeting of Experts on Antarctic Communications, Washington, D. C., May 1963. (U. S. Dept. of State, Washington 25, D. C.)
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EXTERNAL PROGRAMS

- May 1963 Intergovernmental Oceanographic Commission, Working Group on the Tropical Atlantic Investigation, Washington, D. C., May 1963. (Dr. W.S. Wooster, Office of Oceanography, United Nations Educational, Scientific and Cultural Organization, Place de Fontenoy, Paris 7e, France)
- May 1963 Nuclear Congress, 8th, New York, May 1963. (Engineers' Joint Council, 29, W. 39th St., New York 18, N. Y.)
- 10-12 June Symposium on Motor and Premotor Areas, Atlantic City, N. J. (Melvin D. Yahr, Executive Secretary, American Neurological Association, 710 W. 168th St., New York 32, N. Y.)
- 19-21 June Joint Automatic Control Conference, 4th, Austin, Tex. (F. J. Antwerpen, Secretary, American Institute of Chemical Engineers, 25 W. 45th St., New York 36, N. Y.)

SOUTH ASIA STUDIES During the 1963 Summer Session, the University of Pennsylvania's Department of South Asia Regional Studies will offer the following courses:

First Session (20 May-28 June)

Second-year Hindi/Urdu

Advanced Hindi/Urdu Conversation

Second Session (1 July-9 August)

Modern India and Pakistan: An Introductory Survey

Elementary Hindi/Urdu

Second-year Hindi/Urdu

Elementary Tamil

Advanced Hindi/Urdu Conversation

Introduction to the Civilization and Institutions of India

Elementary Sanskrit

Advanced Reading Course in Sanskrit

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NDEA Twenty NDEA (National Defense Education Act)
LANGUAGE language and area centers will conduct intensive
CENTERS language courses during the summer of 1963. Students enrolled in these programs will receive instruction equivalent to a full year's coursework in language. A number of scholars from abroad are scheduled to teach in the programs.

Centers and languages include:

U. of Chicago--Bengali, Hindi, Tamil, Telugu
 U. of Colorado--Russian, Polish
 Columbia U.--Chinese, Japanese, Korean
 Duquesne U.--Swahili
 Fordham U.--Russian
 U. of Hawaii--Chinese, Japanese, Indonesian,
 Korean, Tagalog, Thai, Hindi
 Indiana U.--Korean, Polish, Russian, Serbo-Croatian
 U. of Kansas--Chinese, Japanese
 U. of Michigan--Chinese, Japanese, Russian,
 Serbo-Croatian
 New York University--Portuguese
 Stanford U.--Chinese, Japanese
 U. of Utah--Arabic
 Yale U.--Burmese, Javanese, Indonesian, Thai,
 Vietnamese

PERSONNEL The University of Michigan's Bureau of Industrial
COURSES Relations in the Graduate School of Business Administration has announced its 1963 schedule of special Personnel Seminars and Courses. The schedule includes the following programs:

25 Apr-26 Apr How to Improve Your Personnel
 Records Management (Manual
 and Electronic Processes)
 28 Apr- 3 May Group Process Workshop
 29 Apr-30 Apr Evaluating and Improving Disciplinary Policies and Practices

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EXTERNAL PROGRAMS

1 May- 3 May Action Training in Employment
Interviewing

19 May-24 May Manpower Aspects of Research
and Engineering Management

23 May-24 May Effective Techniques for Coach-
ing and Counseling Subordinates

16 Jun-28 Jun Advanced Professional Develop-
ment Course for Personnel Man-
agers

MORE
PROFESSIONAL
MEETINGS

24-27 April Public Personnel Association, Eastern
Regional Conference, Washington, D. C.
(PPA, 1313 E. 60th St., Chicago 37.)

22-25 May American Law Institute, Annual Meet-
ing, Mayflower Hotel, Washington, D. C.
(ALI, 133 S. 36th St., Philadelphia 4.)

MENTAL DEAFNESS. How important is constant review of management communications? John L. Gushman, president, Anchor Hocking Glass Corp., gives this result of a recent study of 100 companies: When the board chairman spoke to the president, 90% of what he said "got through." The vice-president received 67% of the message from the president. General supervisors retained 50% of the original message, passing 30% of it on to their foremen. Workers got from the foremen only 20% of the board chairman's communication. The problem, says Gushman: People tend to hear only what they want to hear. Most of them mentally turn off their "hearing aids" at times.

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SCHEDULES OF OTR COURSES

Courses marked with an asterisk are given away from headquarters; registration closes two weeks in advance.

Registration for headquarters courses closes Wednesday before the Monday the course begins.

For language courses call LAS,

COURSE TITLE	DESCRIPTION	DATES	
Administrative Procedures	full time, 80 hours	29 Apr-10 May	8 Jul-19 Jul
Americans Abroad Orientation	hours vary	(On request)	
Anticommunist Operations	part time, 80 hours	13 May- 7 Jun	
Budget & Finance Procedures	full time, 80 hours	29 Apr-10 May	8 Jul-19 Jul
Cable Refresher	part time, 4 1/2 hrs	(On request)	
China Familiarization	full time, 40 hours	(In fall)	
CIA Introduction	part time, 3 hours	(On request)	
CIA Review	part time, 2 hours	9 Apr	14 May
CS Records Officer	part time, 20 hours	22 Apr-26 Apr	3 Jun- 7 Jun
CS Review	full time, 64 hours	17 Jun-26 Jun	
Clerical Refresher	part time, 20-30 hrs	22 Apr-17 May	27 May-21 Jun
Pretests	Typing	17 Apr	22 May
	Shorthand	18 Apr	23 May

COURSE TITLE	DESCRIPTION	DATES	
Communism--Introduction	full time, 40 hours	13 May-24 May	24 Jun- 5 Jul
CP Organization & Operations	part time, 80 hours	15 Apr-10 May	
Conference Techniques	part time, 24 hours	22 Apr-29 May	28 Oct- 4 Dec
Counterinsurgency Program Planning	full time, 80 hours	27 May- 7 Jun	
CI Familiarization	full time, 80 hours	13 May-24 May	
25X1C 	total, 80 hours	22 Apr-10 May	
	part time, 60 hours	(In fall)	
	full time, 80 hours	(In fall)	
	Dependents Briefing	part time, 6 hours	7 May- 8 May
Effective Speaking	part time, 24 hours	16 Sep-23 Oct	
Geography of USSR	part time, 120 hours	4 Sep-14 Oct	
Information Reports Familiarization	part time, 40 hours	29 Apr-10 May	
Intelligence Production (JOTs)	full time, 520 hours	22 Apr-28 Jun	28 Oct-10 Jan 64
Intelligence Research Maps and Photo	part time, 50 hours	7 Oct- 9 Nov	
Intelligence Research Techniques	part time, 144 hours full time, 160 hours	23 Sep- 8 Nov	

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COURSE SCHEDULES

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COURSE TITLE	DESCRIPTION	DATES	COURSE SCHEDULES
Intelligence Techniques (JOTs)	full time, 120 hours	22 Jul- 9 Aug	
IRR&R	full time, 120 hours	3 Jun-21 Jun	
Instructor Training	full time or part time	(On request)	
Intelligence--Introduction	full time, 80 hours	29 Apr-10 May	10 Jun-21 Jun
Intelligence Review	full time, 80 hours	8 Apr-19 Apr	
*Management Seminar in Management Practices	full time, 64 hours GS-14 and above	6 Jun-14 Jun	
25X1C	full time, 168 hours	22 Apr-18 May	
	full time, 720 hours	16 Sep-24 Jan 64	
	full time, 240 hours	16 Sep-25 Oct	
	full time, 160 hours	1 Apr-26 Apr	10 Jun- 5 Jul
Supervision (Basic)	part time, 40 hours GS 5-10	6 May-17 May	
Travel Procedures	part time, 20 hours	13 May-17 May	
USSR Basic Country Survey	full time, 80 hours	22 Apr- 3 May	
Writing Workshops	part time, 27 hours		
Basic		14 May- 6 Jun	10 Sep- 3 Oct
Intermediate (DDS only)		14 May- 6 Jun	
Intermediate		19 Nov-12 Dec	
Advanced (NPIC only)		10 Sep- 3 Oct	
Correspondence		Register any time	
(Pretests, Int. and Adv., Room GD-12 on last Monday of month,)			

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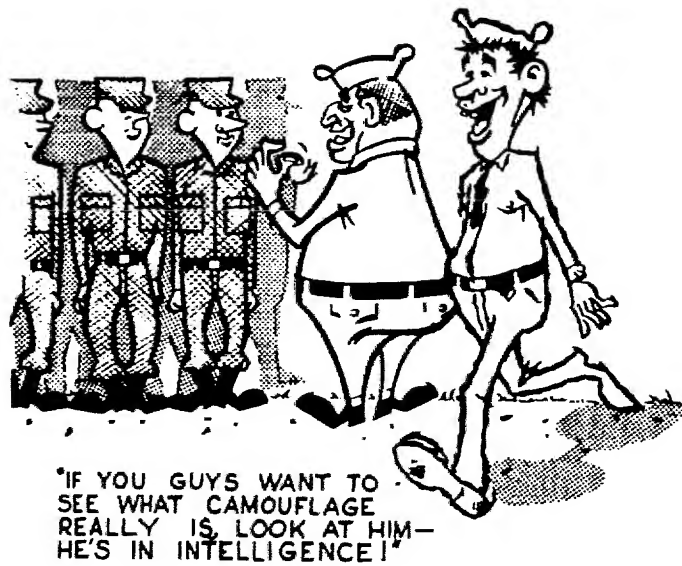
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